

Creative Writing

State Standard Number	State Standard Area/Description	Unit Name	Course Topic Description
1	The student understands and uses a writing process.	Throughout course	Throughout course
1.1	Prewrites to generate ideas and plan writing.	Introduction to Creative Writing Fiction Writing Poetry Focus	Section A Section B Section D
1.1.1	Analyzes and selects effective strategies for generating ideas and planning writing.	Introduction to Creative Writing Fiction Writing Poetry Focus	Section A Section B Section D
1.1.1.a	Gathers, analyzes, synthesizes, and organizes information from a variety of sources (e.g., interviews, websites, books, field notes).	Traditional Publishing Student Self Publishing	Section A Section A
1.1.1.b	Maintains a log or journal (electronic or handwritten) to collect and explore ideas; records observations, dialogues, and/or descriptions for later use as a basis for informational, persuasive, or literary writing.	Introduction to Creative Writing Creative Nonfiction	Section A Section A
1.1.1.c	Uses prewriting stage to generate ideas, determine purpose, analyze audience, select form, research background information, formulate a thesis, and organize text.	Introduction to Creative Writing Fiction Writing Poetry Focus	Section A Section B Section D
1.2	Produces draft(s).	Throughout course	Throughout course
1.2.1	Analyzes task and composes multiple drafts when appropriate.	Introduction to Creative Writing Fiction Writing Poetry Focus	Section A Section B Section D

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1.2.1.a	Refers to prewriting plan.	Introduction to Creative Writing Fiction Writing Poetry Focus	Section A Section B Section D
1.2.1.b	Drafts according to audience, purpose, and time.	Multimedia Writing	Section A
1.2.1.c	Drafts by hand and/or electronically.	Multimedia Writing Fiction Writing Poetry Focus	Section B Section B Section D
1.2.1.d	Assesses draft and/or feedback, decides if multiple drafts are necessary, and justifies decision.	Multimedia Writing Creative Nonfiction Fiction Focus	Section C Section D Section D
1.3	Revises to improve text.	Throughout course	Throughout course
1.3.1	Revises text, including changing words, sentences, paragraphs, and ideas.	Introduction to Creative Writing Multimedia Writing Poetry Focus	Section C Section C Section D
1.3.1.a	Selects and uses effective revision tools or strategies based on project (e.g., sentence analysis form, revision criteria checklist, "find-and-replace" or "track changes" functions of word processing program).	Throughout course	Throughout course
1.3.1.b	Rereads work several times and has a different focus for each reading (e.g., first reading - looking for the strength or effectiveness of an argument and organizational structure; second reading - considering appropriateness for audience and purpose; third reading - looking for clarity of	Throughout course	Throughout course

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	persuasive language).		
1.3.1.c	Decides if revision is warranted.	Introduction to Creative Writing Multimedia Writing Poetry Focus	Section C Section C Section D
1.3.1.d	Seeks and considers feedback from a variety of sources (e.g., teachers, peers, community members, editors).	Introduction to Creative Writing Multimedia Writing	Section C Section C
1.3.1.e	Records feedback using writing group procedure (e.g., partner revision).	Introduction to Creative Writing Multimedia Writing	Section C Section C
1.3.1.f	Evaluates and justifies the choice to use feedback in revisions or not (e.g., "I didn't change my second example because...").	Writing Fiction (and other units)	Section D
1.3.1.g	Revises typographical devices (e.g., bullets, numbered lists) to clarify text and to meet requirements of technical and content-area writing forms (e.g., résumé, business letter).	Traditional Publishing	Section B
1.3.1.h	Uses multiple resources to improve text (e.g., writing guide, assignment criteria, Internet grammar guide, peer, thesaurus, dictionary).	Throughout course	Throughout course
1.4	Edits text.	Throughout course	Throughout course

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1.4.1	Edits for conventions (see 3.3).	Introduction to Creative Writing Fiction Writing Multimedia Writing Creative Nonfiction Fiction Focus (and others)	Section D Section D Section C Section D Section D
1.4.1.a	Identifies and corrects errors in conventions.	Introduction Fiction Writing Multimedia Writing Creative Nonfiction Fiction Focus (and others)	Section D Section D Section C Section D Section D
1.4.1.b	Uses appropriate references and resources (e.g., dictionary, writing/style guide, electronic spelling and grammar check, adult, peer).	Throughout course	Throughout course
1.4.1.c	Edits with a critical eye, often using a self-initiated checklist or editing guide (e.g., editing symbols, paper submission guidelines).	Multimedia Writing Traditional Publishing Fiction Focus (and others)	Section C Section B Section D
1.4.1.d	Proofreads final draft for errors.	Multimedia Writing Traditional Publishing Fiction Focus (and others)	Section C Section B Section D
1.5	Publishes text to share with audience.	Student Self-Publishing Traditional Publishing	Section B Section B
1.5.1	Publishes in formats that are appropriate for specific audiences and purposes.	Multimedia Writing Traditional Publishing Fiction Focus	Section C Section B Section D
1.5.1.a	Selects from a variety of publishing options keeping in mind audience and purpose (e.g., website, literary magazine, blog, local newspaper).	Multimedia Writing Traditional Publishing Fiction Focus	Section C Section B Section D

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1.5.1.b	Publishes using a range of graphics and illustrative material (e.g., time lines, flow charts, political cartoons, diagrams).	Multimedia Writing Traditional Publishing Fiction Focus	Section C Section B Section D
1.5.1.c	Publishes material in appropriate form (e.g., films, multimedia demonstrations, culminating projects) and format (e.g., credits in film, font size, section breaks in longer document).	Multimedia Writing Traditional Publishing Fiction Focus	Section C Section B Section D
1.5.1.d	Publishes using visual and dramatic presentations (e.g., debate, mock election, monologue).	Multimedia Writing	Section C
1.5.1.e	Uses a variety of available technological resources (e.g., charts, overheads, word processor, photo software, presentation software) to produce, design, and publish a professional-looking final product.	Multimedia Writing	Section C
1.6	Adjusts writing process as necessary.	Introduction to Creative Writing Throughout course	Section A Throughout course
1.6.1	Applies understanding of the recursive nature of writing process.	Introduction to Creative Writing Fiction Writing Poetry Focus	Section A Section B Section D
1.6.1.a	Revises at any stage of process.	Introduction to Creative Writing Fiction Writing Poetry Focus	Section A Section B Section D
1.6.1.b	Edits as needed at any stage.	Introduction to Creative Writing Fiction Writing Poetry Focus	Section A Section B Section D

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1.6.2	Uses collaborative skills to adapt writing process.	Writing for Stage and Screen	Section B
1.6.2.a	Delegates parts of process to team members (e.g., in prewriting, one team member interviews and one team member brainstorms possible sections).		
1.6.2.b	Collaborates on drafting, revising, and editing.	Writing for Stage and Screen	Section B
1.6.2.c	Collaborates on final layout and publishing/presenting (e.g., yearbook, literary magazine).		
1.6.3	Uses knowledge of time constraints to adjust writing process.	Throughout course	Throughout course
1.6.3.a	Adapts time allotted for data gathering and number of drafts for shorter projects.	Throughout course	Throughout course
1.6.3.b	Writes to meet a deadline.	Introduction to Creative Writing Fiction Writing Poetry Focus (and other units)	Section A Section B Section D
1.6.3.c	Creates a management timeline/flow chart for written projects (e.g., Thirteenth-Year Plan, exit project, oral histories).		

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1.6.3.d	Decreases time for prewriting, drafting, revising, and editing when working on in-class, on-demand pieces (e.g., essay exams).		
1.6.3.e	Increases time for prewriting, drafting, revising, and editing when working on longer written projects (e.g., literary analysis, research paper).	Throughout course	Throughout course – unit projects
2	The student writes in a variety of forms for different audiences and purposes.	Throughout course	Throughout course
2.1	Adapts writing for a variety of audiences.	Fiction Focus Poetry Writing Multimedia Writing	Section B Section C Section A
2.1.1	Applies understanding of multiple and varied audiences to write effectively.	Fiction Focus Poetry Writing Multimedia Writing	Section B Section C Section A
2.1.1.a	Identifies an intended audience.	Multimedia Writing	Section A
2.1.1.b	Analyzes the audience to meet its needs (e.g., uses tone appropriate to culture, age, and gender of audience).	Multimedia Writing	Section A
2.1.1.c	Respects the cultural backgrounds of potential audiences (e.g., topic, word choice, perspective).		

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2.1.1.d	Describes how a particular audience may interpret a text (e.g., eliminating biased language that might be offensive to the audience).		
2.1.1.e	Anticipates and addresses readers' questions or arguments.	Introduction to Creative Writing	Section A & C
2.2	Writes for different purposes.	Throughout course	Throughout course
2.2.1	Demonstrates understanding of different purposes for writing.	Student Self Publishing Writing for Stage Poetry Focus Creative Nonfiction	Section C Section A Section A,C Section A,D
2.2.1.a	Writes to pursue a personal interest, to explain, to persuade, to inform, and to entertain a specified audience (e.g., applies for a job, communicates research findings, conveys technical information).	Student Self Publishing Writing for Stage Poetry Focus Creative Nonfiction	Section C Section A Section A,C Section A,D
2.2.1.b	Writes for self expression.	Student Self Publishing Writing for Stage Poetry Focus Creative Nonfiction	Section C Section A Section A,C Section A,D
2.2.1.c	Writes to analyze informational and literary texts.	Creative Nonfiction	Section B
2.2.1.d	Writes to learn (e.g., double-entry journal in math, science; portfolio selection defense).	All units Student Self-Publishing Traditional Publishing	(Self reflection of each unit project – last section of each unit) Section C Section C

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2.2.1.e	Writes to examine a variety of perspectives (e.g., argumentative paper on opposing viewpoints concerning medical research and animal testing).	Student Self Publishing	Section C
2.2.1.f	Writes for more than one purpose using the same form (e.g., a memoir that persuades, entertains, and/or informs).	Introduction to Creative Writing Creative Nonfiction	Section A-D Section A-D
2.2.1.g	Includes more than one mode within a piece to address purpose (e.g., narrative anecdote to support a position in an expository research paper).		
2.3	Writes in a variety of forms/genres.	Throughout course	Throughout course
2.3.1	Uses a variety of forms/genres.	Student Self Publishing Writing for Stage Poetry Focus Creative Nonfiction	Section C Section A Section A,C Section A,D
2.3.1.a	Integrates more than one form/genre in a single piece (e.g., a persuasive essay written using a first-person anecdote, a poem, a journal entry, research notes, a classroom discussion, and a letter).		
2.3.1.b	Maintains a log or portfolio to track variety of forms/genres used.	Creative Nonfiction Fiction Focus	Section D Section D
2.3.1.c	Produces a variety of new forms/genres.	Student Self Publishing Writing for Stage Poetry Focus Creative Nonfiction	Section C Section A Section A,C Section A,D

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2.4	Writes for career applications.	Student Self Publishing Traditional Publishing	Section C Section C
2.4.1	Produces documents used in a career setting.	Student Self Publishing Traditional Publishing	Section C Section C
2.4.1.a	Collaborates with peers on long-term team writing projects (e.g., research paper for an exit project).	Creative Nonfiction Fiction Focus	Section D Section D
2.4.1.b	Writes technical and nontechnical documents for career audiences (e.g., proposal, résumé, abstract), taking into consideration technical formats (e.g., bullets, numbering, subheadings, blank space).	Traditional Publishing	Section B
2.4.1.c	Selects and synthesizes information from technical and career documents for inclusion in writing (e.g., High School and Beyond Plan that includes information summarized from on-line vocational source or other informational text).	Creative Nonfiction	Section A-C
2.4.1.d	Understands the importance of using a standard reference style consistently when writing reports or technical documents (e.g., MLA, APA, Turabian).	Student Self Publishing Traditional Publishing	Section A Section A
3	The student writes clearly and effectively.	Throughout course	Throughout course
3.1	Develops ideas and organizes writing.	Introduction to Creative Writing Fiction Writing Poetry Writing	Section A,B Section A-C Section A,B

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3.1.1	Analyzes ideas, selects a manageable topic, and elaborates using specific, relevant details and/or examples.	Introduction to Creative Writing Fiction Writing Poetry Writing Creative Nonfiction	Section A,B Section A-C Section A,B Section B-D
3.1.1.a	Presents a manageable thesis while maintaining a consistent focus in an individualized and purposeful manner (e.g., "Obtaining a driver's license should not be tied to grades in school.").	Creative Nonfiction	Section C
3.1.1.b	Selects specific details relevant to the topic to extend ideas or develop elaboration (e.g., quotations, data, reasons, multiple examples that build on each other).	Introduction to Creative Writing Creative Nonfiction	Section A Section B
3.1.1.c	Uses personal experiences, observations, and/or research from a variety of sources to support opinions and ideas (e.g., relevant data to support conclusions in math, science, social studies; appropriate researched information to explain or persuade; contrasting points of view to support a hypothesis or argument).	Creative Nonfiction	Section A- D
3.1.1.d	Integrates the elements of character, setting, and plot to create a convincing fictional world.	Introduction to Creative Writing Fiction Writing Poetry Writing	Section A,B Section A-C Section A,B
3.1.2	Analyzes and selects effective organizational structures.	Introduction to Creative Writing Fiction Writing	Section A Section B
3.1.2.a	Writes unified, cohesive paragraphs (e.g., repetition of key terms; parallel structure).	Student Self Publishing Fiction Writing Traditional Publishing	Section C Section B,D Section A,B
3.1.2.b	Selects from a variety of opening strategies and composes an engaging Introduction to Creative Writing (e.g., vivid, detailed description; historical/cultural	Creative Nonfiction	Section D

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	background; contrasting situation).		
3.1.2.c	Selects from a variety of ending/ conclusion strategies and composes an effective conclusion that is more than a repetition of the introduction (e.g., prediction, anecdote, question).	Creative Nonfiction	Section D
3.1.2.d	Uses transitional words and phrases between paragraphs to signal emphasis or show logical relationships among ideas (e.g., in fact ..., consequently ..., as a result ..., on the other hand ...).	Throughout course	Throughout course
3.1.2.e	Determines effective sequence between and within paragraphs by using transitions to emphasize points in an argument or show logical connections (e.g., inasmuch as ..., possibly ..., therefore ...).	Throughout course	Throughout course
3.1.2.f	Selects and uses effective organizational patterns as determined by purpose:	Creative Nonfiction Fiction Focus	Section C Section B
3.1.2.f.1	varied placement of thesis for effect	Creative Nonfiction	Section A-C
3.1.2.f.2	persuasion using comparisons (e.g., all similarities grouped together and all differences grouped together)		
3.1.2.f.3	explanations (e.g., scientific report pattern: introduction with hypothesis, materials and methods, data, conclusions)	Creative Nonfiction	Section B

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3.1.2.f.4	narrative (e.g., story within a story)	Fiction Writing Fiction Focus	Section B Section D
3.1.2.g	Emphasizes key ideas through appropriate use of text features (e.g., headings, diagrams, graphs, bullets, blank space).	Multimedia Writing Writing	Section B
3.2	Uses appropriate style.	Throughout course	Throughout course
3.2.1	Analyzes audience and purposes and uses appropriate voice.	Multimedia Writing Traditional Publishing	Section A Section A
3.2.1.a	Writes with a clearly defined voice appropriate to audience.	Multimedia Writing Traditional Publishing	Section A Section A
3.2.1.b	Writes in an individual, knowledgeable, and consistent voice in expository, technical, and persuasive writing.	Multimedia Writing Traditional Publishing	Section A Section A
3.2.1.c	Selects appropriate point of view for technical writing and/or specific content areas (e.g., third-person point of view for science lab write-ups, first person for field journals, second person for how-to technical manuals).	Introduction to Creative Writing Fiction Writing Creative Nonfiction	Section C Section B Section B
3.2.2	Analyzes and selects language appropriate for specific audiences and purposes.	Multimedia Writing	Section A-B

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3.2.2.a	Selects and uses precise language to persuade or inform.	Student Self Publishing Traditional Publishing	Section AB Section AB
3.2.2.b	Selects and uses precise language in poetic and narrative writing.	Introduction to Creative Writing Poetry Focus	Section A Section B
3.2.2.c	Uses the vernacular appropriately.	Student Self Publishing Traditional Publishing	Section A-B Section A-B
3.2.2.d	Selects and uses specialized vocabulary relevant to a specific content area (e.g., plate tectonics, mitosis, photosynthesis).	Student Self Publishing Traditional Publishing	Section A-B Section A-B
3.2.2.e	Selects and uses literary devices deliberately (e.g., extended metaphor, symbols, analogies).	Fiction Focus Poetry	Section C Section B
3.2.2.f	Selects and uses sound devices deliberately in prose and poetry (e.g., assonance, consonance).	Fiction Focus Poetry	Section C Section B
3.2.2.g	Considers connotation and denotation, including cultural connotation, when selecting words (police officer vs. cop, bias vs. prejudice).	Poetry Writing	Section B
3.2.3	Uses a variety of sentences consistent with audience, purpose, and form.	Throughout course	Throughout course

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3.2.3.a	Writes a variety of sentence structures and lengths to create a cadence appropriate for diverse audiences, purposes, and forms.	Multimedia Writing	Section A
3.2.3.b	Writes a variety of sentence structures (e.g., absolutes to add detail and elaborate: "Fingers gripping the table, the student waited for the results.").		
3.2.3.c	Writes short sentences and phrases in technical writing.		
3.2.3.d	Uses a variety of sentence structures (e.g., line breaks, stanzas, pattern, repetition) to purposefully shape a poem.	Poetry Writing Poetry Focus	Section C
3.3	Knows and applies appropriate grade level writing conventions.	Throughout course	Throughout course
3.3.1	Uses legible handwriting.		
3.3.1.a	Produces readable printing or cursive handwriting (e.g., size, spacing, formation, uppercase and lowercase).	Throughout course	Throughout course
3.3.2	Spells accurately in final draft.	Fiction Writing	Section D

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3.3.2.a	Uses spelling rules and patterns from previous grades.	Throughout course	Throughout course
3.3.2.b	Uses multiple strategies to spell.	Throughout course	Throughout course
3.3.2.d	Uses resources to correct own spelling.	Fiction Writing	Section D
3.3.3	Applies capitalization rules.	Fiction Writing	Section D
3.3.3.a	Uses capitalization rules from previous grades.	Throughout course	Throughout course
3.3.3.b	Uses resources to check capitalization.	Throughout course	Throughout course
3.3.4	Applies punctuation rules.	Fiction Writing Throughout course.	Section D Throughout course
3.3.4.a	Uses punctuation rules from previous grades.	Throughout course	Throughout course

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3.3.4.b	Uses commas to set off nonrestrictive clauses (e.g., The gym, which was built last year, is used every day.).	Throughout course	Throughout course
3.3.4.c	Uses brackets around an editorial correction or to set off added words.		
3.3.4.d	Uses the em dash (-) to indicate emphasis or a sudden break, to set off an introductory series, or to show interrupted speech.		
3.3.4.e	Use appropriate punctuation when writing in other languages (e.g., René).	Throughout course	Throughout course
3.3.4.f	Uses resources to check punctuation.	Fiction Writing	Section D
3.3.5	Applies usage rules.	Throughout course	Throughout course
3.3.5.a	Applies usage rules from previous grades.	Throughout course	Throughout course
3.3.5.b	Avoids dangling modifiers (e.g., "After I stood in line for hours, I discovered the tickets were sold out." Incorrect: "After standing in line for hours, the tickets were sold out." The second sentence makes it appear that the tickets were in line.).	Throughout course	Throughout course

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3.3.5.c	Uses who vs. whom correctly.	Throughout course	Throughout course
3.3.5.d	Uses that vs. which and that vs. who correctly.	Throughout course	Throughout course
3.3.5.e	Uses either ... or and neither ... nor correctly.	Throughout course	Throughout course
3.3.5.f	Uses many commonly confused words correctly (e.g., accept vs. except or can vs. may).	Throughout course	Throughout course
3.3.5.g	Uses active voice except when passive voice is appropriate (e.g., active voice: "They saw it." vs. passive voice: "It was seen by them.").	Introduction to Creative Writing	Section A
3.3.5.h	Uses parallel construction in clauses.		
3.3.5.i	Uses resources to check usage.	Fiction Writing	Section D
3.3.6	Uses complete sentences in writing.	Throughout course	Throughout course

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3.3.6.a	May use fragments in dialogue as appropriate.	Introduction to Creative Writing Fiction Writing Writing for Stage	Section C Section C Section B
3.3.7	Applies paragraph conventions.	Throughout course	Throughout course
3.3.7.a	Uses paragraph conventions (e.g., designated by indentation or block format, skipping lines between paragraphs).	Throughout course	Throughout course (specifically in unit projects).
3.3.7.b	Uses textual markers (e.g., page numbers, footnotes, space for pictures).		
3.3.8	Applies conventional forms for citations.	Student Self Publishing Traditional Publishing	Section A Section A
3.3.8.a	Cites sources according to prescribed format (e.g., MLA, APA, Turabian).	Student Self Publishing Traditional Publishing	Section A Section A
4	The student analyzes and evaluates the effectiveness of written work.	Multimedia Writing Poetry Focus	Section C Section D
4.1	Analyzes and evaluates others' and own writing.	Multimedia Writing Poetry Focus	Section C Section D

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4.1.1	Analyzes and evaluates writing using established criteria.	Multimedia Writing Poetry Focus	Section C Section D
4.1.1.a	Critiques writing, independently and in groups, according to detailed scoring guide, sometimes developed collaboratively (e.g., checklist, rubric, continuum).	Every unit.	Every unit includes peer review of writing using scoring guide.
4.1.1.b	Identifies persuasive elements in a peer's writing and critiques the effectiveness (e.g., preponderance of evidence, citing experts, compromise solutions).		
4.1.1.c	Explains accuracy of content and vocabulary for specific curricular areas (e.g., accurate scientific terms regarding the effectiveness of the solution to the problem).		
4.1.2	Analyzes and evaluates own writing using established criteria.	Multimedia Writing Poetry Focus	Section C Section D
4.1.2.a	Explains strengths and weaknesses of own writing using criteria (e.g., content or performance standards, WASL or 6-trait rubrics).	Student Self-Publishing Traditional Publishing	Section C Section C
4.1.2.b	Rereads own work for the craft of writing (e.g., character development, irony, tone) as well as the content (e.g., quotations to support contentions).	Student Self-Publishing Traditional Publishing	Section C Section C
4.1.2.c	Uses criteria to choose and defend choices for a writing portfolio.		

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4.1.2.d	Provides evidence that goals have been met (e.g., selects pieces for culminating exhibition).	Student Self-Publishing Traditional Publishing	Section C Section C
4.2	Sets goals for improvement.	Every unit.	Self reflection of every unit project – includes goal setting. Last section in each unit.
4.2.1	Evaluates and adjusts writing goals using criteria.	Every unit.	Self reflection of every unit project – includes goal setting. Last section in each unit.
4.2.1.a	Monitors progress toward goals over time (e.g., "I need to try free verse next quarter.").	Every unit.	Self reflection of every unit project – includes goal setting. Last section in each unit.
4.2.1.b	Analyzes progress (e.g., "My free verse needs better imagery.").	Every unit.	Self reflection of every unit project – includes goal setting. Last section in each unit.
4.2.1.c	Evaluates goals (e.g., "I need to allow time for substantive revisions.").	Every unit.	Self reflection of every unit project – includes goal setting. Last section in each unit.
4.2.1.d	Adjusts goals (e.g., "I will write a ballad next quarter.").	Every unit.	Self reflection of every unit project – includes goal setting. Last section in each unit.
4.2.1.e	Maintains a written log of long-term goals (e.g., "I will try other genres, vary points of view, elaborate on evidence, and seek publication.") and a portfolio of work.	Every unit.	Self reflection of every unit project – includes goal setting. Last section in each unit.